

COURSE OUTLINE		
<b>TERM:</b> Summer 2024	<b>COURSE NO:</b> TOUR 364	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> Food Sovereignty for Sustainable Tourism Development	
<b>OFFICE:</b> <b>LOCAL:</b> <b>E-MAIL:</b> @capilanou.ca	<b>SECTION NO(S):</b>	<b>CREDITS:</b> 3.0
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Liłwat7úl (Lil'wat), xʷməθkʷəy̓əm (Musqueam), shíshálh (Sechelt), Sḵwx̱wú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) people on whose territories our campuses are located.

### **COURSE FORMAT**

Seven hours of class time, plus an additional 1.5 hours delivered through online or other activities of for a seven-week semester. Full Day Trip(s) may be part of this course.

### **COURSE PREREQUISITES**

45 credits of 100-level or higher coursework

### **CALENDAR DESCRIPTION**

This course examines the culinary sense of place, in relation to cultural identity and food sovereignty, while tackling issues of access and equity from a tourism standpoint. Learners will develop a key philosophy that places small-scale, community-based, and locally owned food and drink production at its helm, using Indigenous knowledge and practices, land and water-based learning and interdisciplinary approaches. Students will engage with organizations across the culinary tourism value chain to learn about food production and consumption that are socially informed and environmentally motivated to protect regional agriculture and promote cultural foodways in alignment with the United Nations' Sustainable Development Goals.

### **COURSE NOTE**

TOUR 364 is an approved Self and Society Course for Cap Core requirements.

### **REQUIRED TEXTS AND/OR RESOURCES**

A variety of academic journals and multimedia resources will be provided by the instructor which may include the following titles:

1. Braiding Sweetgrass, by Robin Wall Kimmerer
2. The Taste of Place, by Amy Trubek
3. Eating Culture, by Gillian Crowther

4. Slow Culture and the American Dream, by Mary Caputi
5. The Hundred Mile Diet, by Alisa Smith and J.B Mackinnon

**COURSE STUDENT LEARNING OUTCOMES**

**On successful completion of this course, students will be able to do the following:**

1. Synthesize strategies to support knowledge transfer of Indigenous foodways and ways of knowing to an experiential tourism model for British Columbia.
2. Explore personal and societal food ethics that align with responsible tourism development.
3. Evaluate synergies between small-scale food and drink production and key philosophies of the United Nation’s Sustainable Development Goals, particular to social and environmental justice.
4. Analyse the impacts of the globalized food-service industry on urban and rural community foodways and lifestyles.
5. Examine principals of regenerative farming and identify its benefits on environmental and cultural preservation.
6. Discuss issues of food access and food security in relation to tourism and community development.

**Students who complete this Self and Society course will be able to do the following:**

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies.
2. Apply concepts of sustainable development to address sustainability challenges in a global context.
3. Analyze the impact of colonialism and racism on Indigenous peoples.
4. Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change.
5. Generate strategies for reconciling Indigenous and Canadian relations.

**COURSE CONTENT**

Week/s	Topic/s
1	<p><b>Sense of Place (Land and Water)</b></p> <p>A series of lectures will gradually inform and engage the learners within a multidimensional approach in relation to our settings, various contexts and foodways. Topics explored will include the impacts of colonisation on Indigenous hunting, fishing, and harvesting, immigrant, regional and national cuisines, cultural food identities, slow travel as well as the natural environment. A parallel discussion will also emerge around trending food, beverage and cannabis consumption and regulations within the BC and Canadian contexts.</p>
2	<p><b>Fast Food Culture</b></p> <p>An examination of the McDonaldization of society around the world will reveal the unintended impacts of a life-style choice. From mainstream food culture to hyper local eating habits, wellness, responsible production, food preparation, and consumption of good food will be unravelled from a tourism lens.</p>
3	<p><b>Field Trip: Regional Cuisine</b></p> <p>This trip will highlight the operators within the culinary tourism value chain in one of British Columbia’s numerous and unique regional food production hubs through a</p>

	series of interactions, site visits and action-based learning on fields/farms, businesses and in kitchens. Potential areas of interest may include the Pemberton Valley, the Gulf Islands, the Sunshine Coast, and others.
4	<b>Food Ethics and Sovereignty</b> An increasingly complicated food and agricultural eco-system calls for exploration into the narratives behind our food purchase and consumption decisions. Learners will explore how these decisions intertwine with their own wellness and personal values. Additionally, this session will explore food supply mechanisms that support sovereignty, food security and sustainable resource management and ownership.
5	<b>Field Trip: The Howe Sound Biosphere Reserve/Region or Similar</b> This is a Land and water-based learning module in which learners will have the opportunity to explore Howe Sound/other region, while studying its culinary treasures and Indigenous foodways through interactions and engagement with the various local community stakeholders and land stewards.
6	<b>Food Justice and the Sustainable Development Goals</b> This session examines our role in shaping a sustainable tourism future by looking at the United Nation’s Sustainable Development Goals. This lecture will amplify the positive impacts of locally focused farming as well as food and drink production in ways that rejuvenate cultural, environmental, and economic assets within the larger tourism framework. We will also discuss linkages between climate change and industrial mono-culture farming to draw lessons and conclusions for sustainable food production and land development.
7	Final Course Discussions & Reflections

**EVALUATION PROFILE**

Assessment	% of Final Grade*
* Reflective Journals	0 – 35%
* Case study Report/s	0 – 30%
* Research Project/s	25 – 60%
Participation	0 – 10%
	100%

\* No one assignment will be more than 35%

**Participation**

Participation grades are based on the consistency, quality, and frequency of contributions to class discussions. Consistency means attending every class, maintaining a positive and respectful presence in the classroom, and actively contributing to discussions on a regular basis. Quality means demonstrating respect for peers and their contributions; listening attentively during lectures and when other students are speaking; and participating in all activities with an open and inquisitive mind.

**GRADING PROFILE**

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

**Incomplete Grades**

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

**Late Assignments**

Assignments are due at the end of day on the due date listed, unless otherwise indicated. If you anticipate handing in an assignment late, please consult with your instructor beforehand. Late submissions may, on occasion, be submitted for a penalty equal to 10% of assignment mark for every day late (or portion of), up until three days, after which no submissions will be accepted.

**Missed Exams/Quizzes/Labs etc.**

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

\*\*\* Accommodations can be made to honour community needs and traditional practices.

**Attendance**

Students are expected to attend all classes and associated activities. Absences may result in deduction of attendance or assignment marks as well as withdrawal from class project groups.

**English Usage**

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

**Electronic Devices**

Students may use electronic devices during class for note taking only.

**On-line Communication**

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students’ Capilano University email addresses only.

## UNIVERSITY OPERATIONAL DETAILS

### Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-services/>

**Capilano University Security: download the [CapU Mobile Safety App](#)**

### Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

### Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information:

<https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.